



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Brighstone CE Aided Primary School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	23.35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Rebecca Lennon Headteacher
Pupil premium lead	Rebecca Lennon Headteacher
Governor / Trustee lead	Jane Thomson Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,695
Recovery premium funding allocation this academic year	£4,495
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,190

Part A: Pupil premium strategy plan

Statement of intent

It is Brighstone CE Aided Primary School's intention that our disadvantaged children make good progress and achieve their potential across all areas of the curriculum and their school life. This also includes children who are already high attainers.

We will also meet the needs of children who we identify as vulnerable, regardless of whether they are in receipt of pupil premium funding.

We will ensure that they experience a wide range of opportunities that will enhance their knowledge and skills and broaden their horizons.

As a whole school, we are determined that every child will succeed academically, socially and emotionally by providing bespoke support as well as high quality inclusive teaching.

Our key priorities are focusing on attendance and behaviour, high quality teaching, wellbeing, providing opportunities and access to enrichment activities, and continuing to maintain a culture in which every child is enabled to thrive and flourish in their own unique way.

Our strategy also includes our school plans for education recovery, notably targeted tutoring for pupils with identified gaps in learning.

To ensure that our plans are effective, we will act early to intervene when needs are identified, and ensure that all staff have high expectations and take responsibility for disadvantaged pupils' progress and outcomes.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance – our data shows that disadvantaged and vulnerable pupils have lower attendance and punctuality than non-disadvantaged pupils. This affects their ability to fully access the curriculum due to missed learning. Poor attendance and lateness also affects their self-esteem.
2	Data shows that disadvantaged and vulnerable pupils face barriers for home learning when completing homework, including reading, times table practice and spellings.

3	We have identified gaps in vocabulary and oral language skills, and basic number skills and fluency, which is having a negative impact on how children can access, talk about and apply their learning. Approximately 50% of disadvantaged or vulnerable children have gaps in these areas. We believe this is partly as a result of school closures due to Covid.
4	Pupil conferencing indicates that some children are unable to apply and talk about key knowledge and skills in reading and the wider curriculum subjects, which is having a negative impact on their learning and application. Approximately 40% of these children are disadvantaged or considered vulnerable.
5	Children's access to wider opportunities and resources can be limited in disadvantaged and vulnerable families, such as music lessons, trips, cooking, dance, drama, uniform and outdoor experiences including forest schools. This can affect their social, emotional and mental health and wellbeing.
6	Pupils' social, emotional and mental health and wellbeing has been impacted by Covid and school closures. Their low self-esteem and wellbeing is having a negative impact on resilience and being able to access their learning. This is especially the case with children who are disadvantaged or considered vulnerable.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance and punctuality for all pupils, particularly our disadvantaged and vulnerable pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> all pupils achieve 96.5% or more attendance all pupils arrive on time
All pupils have the opportunity to complete homework tasks, including reading for pleasure, times table practice and spellings, throughout the year.	An increased percentage of all pupils complete homework activities, including reading for pleasure, spellings and vocabulary.
Improved vocabulary, spoken language and verbal interaction in the classroom, and number skills and fluency, for all pupils, and disadvantaged and vulnerable pupils in particular.	Pupil conferencing, lesson observations, book scrutinies and assessments show significant improvements in: <ul style="list-style-type: none"> pupils' use of vocabulary to talk about their learning pupils' knowledge and application of number fluency and skills teachers and LSAs helping pupils achieve the above through appropriate and effective teaching strategies KS1 and KS2 reading and maths outcomes in 2024/25 show

	increased % of disadvantaged pupils meeting the expected standard.
Pupils are able to identify, talk about, build upon and apply key knowledge and skills in reading and the wider curriculum subjects.	Qualitative data from pupil conferencing, lesson observations and book scrutinies show significant improvements in pupils being able to retrieve, talk about and apply their key skills.
Pupils' access to enrichment activities and wider opportunities is increased.	Data shows a significant increase in participation in enrichment activities and wider opportunities, particularly among disadvantaged and vulnerable pupils.
To achieve and sustain improved social, emotional and wellbeing, including resilience, for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing and resilience from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil conferencing, pupil surveys, ELSA sessions and parent surveys • a reduction in behaviour incidents

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on vocabulary and oral spoken language and verbal interaction in the classroom provided by:</p> <ul style="list-style-type: none"> • Internal • HIAS • The National College • Speech and language team <p>Funding for overtime and release time for training.</p> <p>Purchase of vocabulary resource books.</p>	<p>Evidence suggests that oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. This includes:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3</p>
<p>Whole staff training on number skills and fluency:</p> <ul style="list-style-type: none"> • Internal • HIAS <p>Funding for overtime and release time for training.</p> <p>Purchase of Third Space Learning and TTRS.</p>	<p>The National Curriculum states that pupils should become fluent in the fundamentals of mathematics through varied and frequent practice, including knowing key mathematical facts and recalling them efficiently, and allowing pupils to delve much deeper.</p> <p>https://www.nationalnumeracy.org.uk/research-and-resources/count-me-2010</p> <p>https://thirdspacelearning.com/blog/what-is-fluency-in-maths-definition-ks2/</p> <p>https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study</p>	<p>3</p>

<p>Staff and subject leader training on how to develop and apply key knowledge, strategies and skills in progression in reading and the wider curriculum subjects:</p> <ul style="list-style-type: none"> • Internal • HIAS • Leadership Coaching Programme • The National College <p>Release time for subject leaders to create and monitor the use of key knowledge and progression in skills.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf</p> <p>https://www.nationalnumeracy.org.uk/research-and-resources/tackling-challenge-low-numeracy-skills-young-people-and-adults</p> <p>Brighstone CE Aided Primary School Ofsted reports in May 2021 and November 2021</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide homework club targeted at identified disadvantaged and vulnerable children – staff overtime.</p> <p>Cost of FLO's time to facilitate engagement with identified families.</p>	<p>There is evidence that homework has a positive impact on average (+ 5 months). Homework clubs can help to overcome the barriers that some disadvantaged pupils have by offering them the resources and support needed to undertake homework or revision.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2, 3, 4</p>
<p>Purchase of books and subscription to School Library Service to engage targeted children in reading for pleasure and the development of vocabulary.</p>	<p>The importance of fostering readers' agency and an informal, social and invitational Reading for Pleasure ethos is key, alongside rich professional repertoires of children's texts that tempt. Choice is an important factor in developing children's reading for pleasure</p> <p>https://ourfp.org/</p>	<p>2, 3, 6</p>

<p>Parent workshops and communication including:</p> <ul style="list-style-type: none"> • Reading • Maths skills and attitudes • Vocabulary • Talking about learning <p>Resources and time for FLO to deliver these alongside the teachers.</p> <p>FLO time to engage with parents through meetings, workshops, phone calls and social media.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress, especially through encouraging positive dialogue about learning and providing practical strategies with tips, support and resources.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://www.nationalnumeracy.org.uk/research-and-resources/numeracy-home-involving-parents-mathematics-education-2012</p>	<p>2, 3</p>
<p>Interventions and resources for:</p> <ul style="list-style-type: none"> • RWI • Precision teaching • Lego Club • Paired reading • Bucket time • Sensory circuits • Big Maths • NELI 	<p>One to one tuition, and small group tuition, is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3, 4</p>
<p>Targeted support in class for identified children, including pre-teaching of vocabulary, number skills and fluency.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3</p>
<p>Providing school-led tutoring for targeted pupils.</p>	<p>Small group tuition, targeted at pupils' specific needs, is an effective intervention to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>3, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO's time to engage with targeted families to promote higher attendance and punctuality.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4, 6
Breakfast Club to improve punctuality for targeted families.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	1, 6
ELSA interventions and bespoke pastoral support. Recruitment of a second ELSA.	<p>Both targeted interventions and universal approaches have positive overall effects. An appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required is recommended. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
Provide and subsidise school trips/residentials and wider opportunities, including music lessons, forest school, mindfulness and positivity, to improve	The EEF recognises the importance of social and emotional learning for all, whilst supplementing the school's overall policy for children most in need through interventions. In	5, 6

<p>pupils' social and emotional mental health and wellbeing.</p>	<p>order for children to progress effectively, they must first have their emotional needs met. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>FLO's engagement with families and other agencies, including:</p> <ul style="list-style-type: none"> • Parent workshops and drop-in sessions • Meet and greet • Bespoke support 	<p>Parental engagement has a positive impact on average of 4 months' additional progress, especially through encouraging positive dialogue about learning and providing practical strategies with tips, support and resources. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://www.nationalnumeracy.org.uk/research-and-resources/numeracy-home-involving-parents-mathematics-education-2012</p>	<p>1, 6</p>

Total budgeted cost: £49,190

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching and Learning

Internal data shows that a higher percentage of pupils are achieving lower than previous national averages, and a high percentage of pupils have not achieved 'sufficiency' at the start of this academic year. This is especially the case for children in receipt of pupil premium. While this data shows lower outcomes for Reading, Writing and Maths, teacher judgement and pupil surveys show particular gaps in Maths (number fluency) and reading for pleasure, as well as vocabulary. These lower outcomes strongly appear to be a result of Covid-19 and school closures, and, despite live virtual lessons and virtual targeted support taking place during school closures, these were not able to have the impact that they would have had if they took place in person.

Regular pupil progress meetings identified and tracked spotlight children for targeted support. When interventions and support groups took place in person, children made progress.

A high percentage of children accessed learning at home during lockdown/school closures, due to the staff training and technology put in place.

Targeted Academic Support

60% of the children who took part in Fresh Start (Y5 & Y6) were Pupil Premium. Of the Pupil Premium children who took part, 5/6 children (83%) made progress with reading age. 4/6 children (67%) made progress with their comprehension.

A high percentage of identified disadvantaged children accessed appropriate interventions to help them develop their focus, concentration, social skills, speaking and listening, reading and maths.

Wider Support Strategies

72% of disadvantaged pupils had FLO involvement, which improved family engagement, especially during lockdown. Of these, 36% received targeted FLO support; i.e Early Help/Child Protection/PLAC, and 61% accessed ELSA intervention and/or bespoke pastoral support.

22% accessed wrap around care, which improved attendance, lateness and/or enrichment.

Due to Covid restrictions, parent social events and involvement in school were unable to take place. Because of this, more time was spent engaging parents through social media platforms and telephone conversations. Parental engagement and developing/supporting their involvement in school and their children's learning is a priority for this year.

Of the pupil premium children who accessed enrichment opportunities, 55% accessed a free sports club, 38% accessed a subsidised music/singing lesson and 100% received subsidies for trips and residential.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We are also using the Pupil Premium funding to purchase school uniform for those families who are struggling to afford their own.